



2024  
Year 9 Course  
Handbook



DIAMOND  
VALLEY  
COLLEGE

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## Introduction

Dear Students and Parents,

Progression into Year 9 marks a point in the development of our students, where they can begin to exercise more control in the direction of their learning. At this level, students begin to think about their future educational pathways and how these might link with their talents and interests.

Year 9 provides a more mature learning environment, where students accept greater responsibility for their education and the curriculum is more flexible. Students along with their parents design their own program, which will prepare them for post compulsory education and training.

The Year 9 curriculum framework at Diamond Valley College ensures that students not only undertake core subjects that provide them with skills necessary for cognitive and personal development, it also enables them to select from a range of electives.

Students' sense of purpose and commitment is increased when they are given the opportunity to choose the subjects that they will study, so it is important that they make well-considered selections. Decisions should be based on their personal interests, curiosities and future directions/career, subject descriptions and information from teachers and parents rather than on hearsay or choosing the same subjects as a friend.

The Year 9 program has an emphasis on developing the whole person. Leadership opportunities, sporting activities, work experience and other co-curricular programs and City Campus experience are available to extend the students and enrich their learning.

Our aim is to set students up for success and this success has its foundations in a supportive environment and in a purposeful and challenging course of study. Students need to know why they are pursuing particular courses of learning and take the opportunity to select units of study that will stretch and broaden their skills. With this in mind, it is hoped that this handbook assists students and parents in selecting their subjects for a successful Year 9 course.

*Junior Sub-school Team*

## Expectations of Students

### General Information

Students are expected to take **responsibility** for their learning and espouse the other College **values of excellence and respect** by participating actively in their learning.

It is students' responsibility to:

- attend all classes
- work constructively and purposefully in class
- be punctual
- complete all set work in the prescribed way by the due date
- ensure that all work is their own
- find out about and complete the work missed after absences
- use their College Planner in an effective manner
- manage their study and research time effectively outside school contact hours

## Year 9 Program

The Year 9 curriculum plan consists of three compulsory/core units. Students complete two semesters of each subject.

Subjects	Sessions per week
English OR English HAP	4
Mathematics or Mathematics HAP	4
Physical Education & Health /Sports Academy	4

Students complete one semester of a subject from each of the Domains below.

Subjects	Sessions per week
Humanities	4
Science	4

**Electives - Student Choice** - Students must choose four (4) elective subjects as indicated on the subject selection form. Students are encouraged to choose broadly.

- You cannot choose more than 2 subjects from a Domain.
- You need to select from at least 3 Domains.

**Languages as an Elective** Italian is a semester long subject that may be taken in either Semester 1 or 2. If you are considering the possibility of pursuing your languages study at VCE, it is highly recommended that you choose two semesters of Italian in order to be adequately prepared for Year 10 and beyond.

## Material Intensive Charges

The cost of running many of the subjects we offer are incorporated into the General Levy, but there are some subjects that are more expensive to run, and therefore have a fee attached to them.

## CORE SUBJECTS

### ENGLISH

Year 9 English is built around the three interrelated strands of language, literature and literacy. These strands focus on developing students' understanding of the English language, its history and its grammar; the many different styles as forms that literature is presented in; and their skills in articulating their knowledge through speaking, writing and creating.

The Year 9 English program allows students to interact dynamically with each other and with their teachers and reflect critically upon their work and the work of others. Students engage with a variety of literary, media and multimodal texts and create a range of imaginative, informative and persuasive pieces, both in writing, as multimodal work and as oral presentations.

Students also study and use complex language and grammar, learning how to use and adapt it to better suit their purposes.

Requirements of the course include:

- Maintaining an organised and up-to-date workbook.
- Completing pieces of writing in different styles and for different purposes and audiences.
- Reading texts.
- Participating in small group and whole class discussions about texts, ideas, themes and issues.
- Delivering formal oral presentations.
- Demonstrating knowledge and skills in the end of unit assessments.

### HUMANITIES

#### Money, Money, Money (Business and Economics)

This subject is aimed to give students real world skills for the future. The Year 9 Business and Economics program provides students with the opportunity to develop their financial literacy skills. Students explore the way markets work (both locally and globally), their rights and responsibilities as consumers and as future workers/entrepreneurs. The course aims to help students make informed decisions that can be translated into life, work and business and promote an understanding of work and business environments.

**Areas to be covered will include:**

- Spending, saving, earning and investing.
- Financial life skills and getting ready for independent living.
- Sound financial management and budgeting.
- Impacts of financial decision-making by individuals, businesses and governments.
- Alternative investment opportunities.
- Good and bad debt and the risks of over indebtedness.
- Rights and responsibilities of consumers.
- The role of markets in influencing the decisions of consumers and businesses.
- Good and bad debt and the risks of over indebtedness.
- The importance of enterprising behaviours and capabilities in the workplace.
- Current and future developments in the world of work.
- How a pandemic can stop everything, including work?
- Artificial intelligence and how it will impact employment and the future of business in Australia?
- The role of small and large business and employment opportunities.

**Links to VCE Studies**

This unit will develop background skills that can be extended in the following VCE subjects:

- Business Management
- Economics

**Passport to the World (Geography)**

This subject explores the world through the lens of travelling, tourism and the environment. Students can tap into their adventurous side. They will explore aspects of tourism, the social, economic and environmental impacts of tourism.

**Areas to be covered will include:** This unit will focus on developing skills related to History, Civics, Economics, Business Studies and Geography. Students will study: Tourism, Biomes and employment in the industry.

**Learning Tasks**

- International Event Pitch
- Challenges to Food Security
- How to feed the world sustainably now and into the future

**Links to the Year 10 Geography Elective****Links to VCE Studies**

This unit will develop skills and background knowledge that can be extended in the following VCE subjects:

- Geography

**Revolutions, Convicts and War**

Revolutions, Convicts and War follows the development from the Industrial Revolution to Australia's experiences to 1918. Emphasis is placed on the social and economic changes created by the Industrial Revolution and the Australian experience of the Great War. This unit will focus on developing skills related to History, Civics, Economics, Business Studies and Geography.

**Areas to be covered will include:**

- The Industrial Revolution
- The development of Australia 1788-1918
- Australia at war 1914-1918

**Learning Tasks.**

- A case study of Inventions, Innovation or, Working Conditions
- An essay on Australia's involvement in World War 1
- Source Analysis

**Links to the Year 10 History Elective****Links to VCE Studies.**

This unit will develop skills and background knowledge that can be extended in the following VCE subjects:

- History

### Am I Old Enough? - Your Rights and the Law (Legal Studies)

Students explore how laws and the democratic system impact on them. In this elective we examine the concept of democratic and human rights and how our human rights are protected in Australia and around the world. Students will take a closer look at their rights as Australian citizens through a study of the strengths and weaknesses of the legal system.

#### Human Rights areas covered include:

- Being treated fairly
- Being able to influence your life and the society in which you live.
- Being able to express yourself, to access and disseminate information and opinions.

#### Legal areas covered include:

- Law making by parliament
- Criminal and Civil Laws
- Courts and the Jury System
- Police Powers and Individual Rights

#### Learning Tasks

- A portfolio of activities on the background and effectiveness of the Universal Declaration of Human Rights
- Research project on human rights
- Case study on the legal system

#### Links to year 10 Legal Studies Elective

#### Links to VCE Studies

This unit will develop background skills that can be extended in the following VCE subjects:

- Business Management and Legal Studies

### Mathematics

This course aims to provide students with the essential mathematical skills and knowledge that students need in their personal, work and civic life; building on the skills and knowledge acquired in previous years.

The curriculum focuses on developing students' mathematical understanding, fluency, logical reasoning and problem solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The topics studied in Year 9 cover the content strands of the Victorian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. These will include Pythagoras' Theorem, Indices, Area and Volume, Algebra Factorisation and Expansion, Probability, Trigonometry, Linear Relations and Graphs, Statistics and Geometric Reasoning.

#### Assessment

To meet the course requirements each semester, students need to complete a combination of skill development activities, investigation work, topic tests and homework tasks, and to demonstrate an adequate understanding of all topics.

## SCIENCE

### Death and Disease

Have you ever wondered what causes you to become sick? This semester long subject is designed to cover Core Science areas of Biology and Chemistry and how it relates to causes of disease and death. Topics covered could include body systems (Nervous System and Immune System), infectious disease, vaccination, the effect of stress and sleep on causing disease, chemical reactions and the effect of radiation.

### Environmental Science

This subject introduces the students to the key concepts that underpin the interactions between humans and their environment, both positive and negative. The subject will look at the environment from the perspective of biology and chemistry and will provide the students with a developing knowledge of these areas.

Topics Covered: Water Chemistry, Ecology, water and carbon cycle.

### Forensics

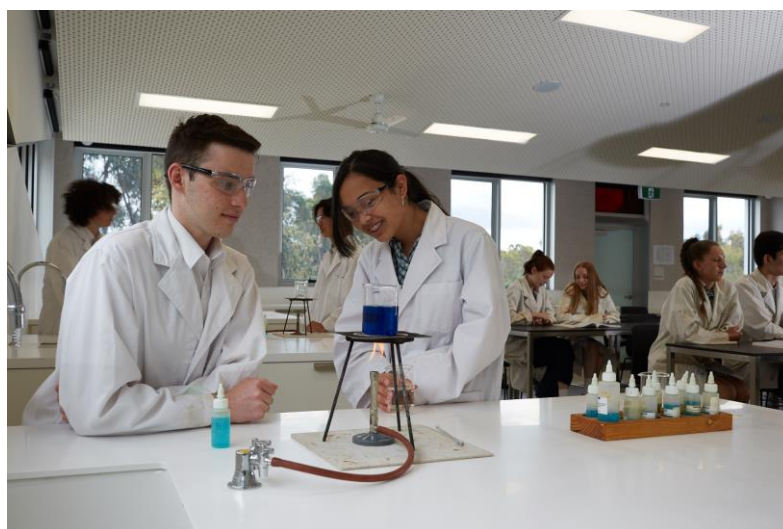
Ever wanted to know how scientists can help solve crimes? In this subject, we will learn some of the techniques and experiments undertaken by real scientists and learn the science behind how they work.

Topics covered: Fingerprints, Footprints, Blood Spatter Analysis and Genetics.

### To Infinity and Beyond

What's out in space and how do we know? This subject begins with learning about light and atoms, and then moves onto the structure and reactions within our Sun, the life cycle of stars, and the evidence for the Big Bang. Students conduct a practical investigation into the speed of an object hitting the Earth.

Topics covered: Light and Atoms, The Universe, Impact Velocity Investigation





## Physical Education and Health

### Physical and Health Education

Physical Education's aim is for students to combine motor skills, strategic thinking, teamwork, and tactical knowledge to improve individual and team performance. Students will be required to apply themselves in a variety of sports including basketball, soccer, netball, AFL, softcrosse, volleyball, tennis, European handball, hockey, ultimate frisbee, and badminton.

Physical Education encourages students to be involved in regular physical activity while developing knowledge of elite training principles, methods, and fitness components to improve fitness levels. Students will be able to explore weight training, and different sports and develop a hybrid game, which combines their two favorite sports to create one sport.

Unit topics will include:

- Skills and strategic thinking in invasion games
- Fitness program
- Fitness components; health and skill related
- Net/wall units such as; netball, tennis, badminton, and volleyball.
- Hybrid games
- Striking and Fielding games such as; cricket, softball, and kickball.
- Summer sports units such as; rugby, ultimate frisbee, bike riding, orienteering, and golf.
- Skill Acquisition; sports, games, classification of skills, and stages of learning.

Health Education aims to develop students' understanding of health and promote positive relationships and self-esteem. Students will analyze and research the following units to deepen their understanding of how health can impact individuals and youths of similar age. A large focus is on developing confidence in the classroom through class discussions and engaging activities such as using student data on sleep patterns to determine their health and well-being, implementing mental health strategies throughout the school, identifying the impact of alcohol and safe partying.

Unit topics will include:

- Dimensions of health; physical, social, and emotional health and wellbeing.
- Mental health; stigma, stress, seeking help, and mental illness
- Classification of drugs; alcohol, safe partying, smoking/vaping, and illicit drugs
- Respectful relationships; you, others, and us
- Sex Education; puberty, sexual orientation, sexuality, consent, cyber safety, stereotypes.

## Dance

### Dance and Health Education

In Year 9 Dance Education, students' study both conventional and creative/cultural dance techniques. They review and create dance routines including routines for warm-up, body alignment, and flexibility. Students undertake tasks in choreography and dance styles. The analysis of both live and pre-recorded performances to develop an appreciation of good structure and the skilful uses of dance elements and principles.

Unit topics will include:

- Fitness components and their impact on improved performance in dance.
- The importance and components of a warmup routine. This includes movement, isolation work, flexibility, and technique. Students will have an opportunity to create their own warm-up.
- Technique assessment. Students are provided with a range of jazz skills they practice weekly, and they reflect on their own growth and areas for improvement.
- Group and solo dance. Throughout the year the students participate in a range of teacher-led dances from a range of styles. Students will have an opportunity to choreograph and perform for the class a group or solo dance.
- Performance analysis. Students will watch a range of dance performances and conduct a review.

Health Education aims to develop students' understanding of health, promote positive relationships and self-esteem. Students will analyze and research the following units to deepen their understanding of how health can impact individuals and youths of similar age. A large focus is on developing confidence in the classroom through class discussions and engaging activities such as using student data on sleep patterns to determine their health and wellbeing, implementing mental health strategies throughout the school, identifying the impact of alcohol and safe partying, hand ow to safely make safe choices.

Unit topics will include:

- Dimensions of health; physical, social, and emotional health and wellbeing.
- Mental health; stigma, stress, seeking help, and mental illness
- Classification of drugs; alcohol, safe partying, smoking/vaping, and illicit drugs
- Respectful relationships; you, others, and us
- Sex Education; puberty, sexual orientat stereotypes.
- Skill Acquisition; classification of skills i

## ELECTIVE SUBJECTS

### Art

**This elective has a material levy. This levy is passed by School Council each year and will be on the levy sheet at the end of the year.**

You will have the opportunity to explore a range of art forms and develop your own art style. Learn skills in drawing, painting, sculpture, mixed media and composition. Find out about the techniques used by artists both past and present and what inspired them. Use the creative design process and your imagination to create artworks that explore different themes and subjects.

Successful completion of this subject is indicated by the completion of the following class work :

- Folio of completed artworks.
- Up to date and neatly presented Visual Diary that contains all notes, drawings of trial designs, techniques and visual references.
- Written work and homework including research assignments and analysis.

You are expected to supply basic equipment as per the book list.

### Visual Communication Design

**This elective has a material levy. This levy is passed by School Council each year and will be on the levy sheet at the end of the year.**

Students are introduced to the three fields of design and are shown how to respond to briefs through the design process.

Each folio assessment is centred around a specific field of design. (Communication Design, Industrial Design and Environmental Design.) Students learn how to unpack the design process from a design brief right through to a final presentation. Students will learn to apply design thinking strategies, create technical drawings, visualisation drawings, explore the elements and principles of design and discover what a final presentation is.

Students are assessed on 3 folio tasks which focus on Communication Design, Industrial Design and Environmental Design.

Each folio will focus on different skills and techniques relating to each design field. These may include:

- A folio of visualisation drawings and designs, evidence of research and audience profiling, development of concepts, refinements, technical drawing and final presentations.
- A Visual Diary that contains notes, drawing exercises, techniques and visual references.
- Written work and homework including research assignments and analysis.

This unit is designed to prepare students for VCE Visual Communication Design and lead into possible careers in the areas of Graphic Designer, Fashion Designer, Product Developer, Industrial Designer, Architect, Interior Designer, Space Designer, Web/App Designer, Marketing/Advertising Specialist, Photojournalist, Art/Design Director.

## Media Arts

**This elective has a material levy. This levy is passed by School Council each year and will be on the levy sheet at the end of the year.**

This subject is about exploring your own and others' ideas, as both artist and audience. You will communicate your ideas through the use of Media Art forms such as film, photography, news report, advertisement, music video, animation, and/or a combination of these.

You will develop skills and knowledge in understanding and creating meaning and narrative in your own artwork. You will produce and present a folio of work that;

- Includes a range of images/text edited in Photoshop, films/videos that you plan, shoot and edit, and complete tasks such as print advertisements, stop animation and movie trailers.
- Demonstrates your confidence, curiosity, imagination, enjoyment and a personal aesthetic in Media Arts

Successful completion of this subject may involve the following

- Folio of completed photographic and other digital representations
- Visual Diary that contains all notes/annotations, trial images, techniques and visual references
- Written work (research/analysis) that

## Inquiry Subjects

Reason, Madness and Imagination

**A student led inquiry into literature and creative writing.**

**Coursework and Assessment:**

During this course, students will develop a range of skills to help them:

- Access and expand the power of their imagination and their passion for literature.
- Experiment with their choices of different writing styles, be it creative, analytical or critical.
- Respond to significant historical moments in creative ways and develop authorial intent.

## Inquiry Subjects

### The Contemporary World

The Contemporary World considers the burning global and local issues around us. Students will complete a common case study before selecting a series of issues that they wish to explore!

**Areas to be covered will include:**

This unit will focus on developing skills related to History, Civics, Economics and Business Studies. These skills will then be applied to local and global issues to seek an in-depth understanding of the world and the forces that create change.

**Learning Tasks**

- A local case study
- A negotiated investigation on a national issue
- A folio of class exercises

This unit is designed to prepare students for a range of Humanities subjects at VCE.

**ELIGIBILITY FOR THE VCE (BACCALAUREATE)**

The VCE (Baccalaureate) has been developed by the VCAA, which provides an additional form of recognition for students who undertake the demands of studying both a **higher-level mathematics** and a **language** in the VCE. Students are eligible to receive the VCE (Baccalaureate) if they choose Italian along with English, Maths Methods or Specialist Maths. Tertiary institutions like universities, have indicated that they strongly support initiatives that encourage students to study a language and a higher-level mathematics in VCE.

**Italian 1 – Italiano per i viaggiatori. (Italian for travellers)**

**“One language sets you in a corridor for life. Two languages opens every door along the way.”** Frank Smith

Italian 1 is a single elective in semester one. The aim of this course is to provide students with an appreciation of the Italian language and way of life. It is predominantly a conversational class and it provides students with opportunities for using the Italian language in an interactive and practical way, for example, role plays and making podcasts. This course caters for all students who have an interest in the Italian language and culture. Such topics include, ‘Student exchange in Italy’, and ‘Where are you going on holidays?’

Some topics and assessment styles will be negotiated and will allow students to investigate areas of interest related to the world of young people. This subject includes: enjoyable and interactive games to assist learning, cooking of Italian food, excursions, use of computer programs and apps such as Education Perfect, Podcatchers and Narro.

There is the possibility to participate in a study tour to Italy, which is a valuable opportunity for students to immerse themselves in the country’s language and culture.

**Italian 2 – La dolce vita Italiana. (The Italian sweet life)**

**“The conquest of learning is achieved through the knowledge of languages.”** Roger Bacon, The Opus Majus of Roger Bacon - Volume 1

Italian 2 is a single elective in semester two. This subject will provide further exposure to the Italian language and develops the necessary foundational skills for Year 10 Italian. **Students who wish to take Italian in Year 10 should enrol in this subject.**

Topics and assessment will be negotiated and will allow students to investigate areas of enjoyable interest related to leisure, the use of social media and other issues of general interest to young people. The appropriate grammar will be taught within the topics in combination with the use of interactive technology, games like Kahoot.it, and apps like Education Perfect, SpeakPipe and JustCast.

For example such topics as:

- The use of technology as a form of entertainment in contemporary youth culture.
- Food indulgence (involves cooking).
- Music and Italian pop culture
- Italian criminology

It also includes interactive games to assist learning, cooking of Italian food and excursions.

There is the possibility to participate in a study tour to Italy, which is a valuable opportunity for students to immerse themselves in the country’s language and culture.

## Digital Technologies

**Students taking this subject are expected to have access to a computer with internet access at home, so that homework tasks can be completed.**

Digital Technologies include computer hardware and software, digital media and media devices, digital toys and accessories and communication technologies. In this unit students investigate the ways these technologies affect us all, investigating the way IT is used to meet information needs, solve problems and bring about change.

They analyse problems and design and create a range of digital solutions, including websites, presentations, animations and simulations.

Students are introduced to the basics of programming and application development. They investigate security practices and techniques used to collect and manipulate data.

Topics covered include:

- History of Computers
- Multimedia
- Making a Website
- Privacy and security
- IT in the workplace

Possible areas of study may include:

- Learning a programming language e.g. Python
- Creating games using GameMaker software
- Introduction to web coding

To successfully complete this unit students are expected to:

- Maintain a digital portfolio of their work
- Use computers and other ICT equipment responsibly
- Complete written as well as practical tasks
- Participate in class discussions, group work and online

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## Electronics/Robotics

**This elective has a material levy. This levy is passed by School Council each year and will be on the levy sheet at the end of the year.**

In recent years there has been a boom in the DIY electronics market. Inexpensive programmable devices such as Arduino microcontrollers and Raspberry Pi single-board computers allow complex systems to be rapidly developed. Other manufacturing techniques such as 3D printing or laser cutting can be utilised to create finished products.

Topics to be investigated:

- Common electronic components
- Programmable microcontrollers
- Circuit design
- Project construction techniques
- The Maker Movement, crowdfunding e.g. Kickstarter

Students will have the opportunity to apply their learning to develop their own project. Possible projects might include:

- Robots
- Weather stations
- ‘Wearable’ technologies, adding electronics to clothing
- Assistive technologies to help individuals with a disability
- Home automation or alarm systems
- ‘Wearable’ technologies, adding electronics to clothing



### Food Technology

**This elective has a material levy. This levy is passed by School Council each year and will be on the levy sheet at the end of the year.**

In this subject, students will be building on the skills and experiences of junior Food Technology. Throughout the semester they will be expected to further develop their food knowledge, skill base and independence in the kitchen.

The class will journey around the world, exploring the cuisines of other nations. An emphasis will be placed on cuisines that contribute to the multicultural mix that makes up Australia's own food patterns.

Students will also focus on building skills particularly in the area of baking including units on biscuit, pastry, cake and bread making. Students will be expected to work within the design process, developing knowledge of the design brief, research, production and evaluation.

### Textiles/Fashion

**This elective has a material levy. This levy is passed by School Council each year and will be on the levy sheet at the end of the year.**

In this elective, students are introduced to the world of **Textiles & Fashion**. They undertake the **Product design process** by investigating, researching and generating ideas, **producing high quality** products and evaluate their work.

Students make wearable and non-wearable products.

Students at Year 9 learn the basic skills of using a commercial pattern to make a variety of clothes. They develop hand and machine sewing skills and will also be exposed to printing and dyeing fabric. Products may vary depending on student choice and skill level.

Later in the semester, students are encouraged to work on **individual** projects where they are given the opportunity to **choose** their own product to make or **learn** a chosen technique.

This elective prepares students who wish to undertake year 10 Fashion by Design

**All students are expected to have their own sewing kit. Extra fabric may need to be purchased depending on the product.**

## Wood & Metal

**This elective has a material levy. This levy is passed by School Council each year and will be on the levy sheet at the end of the year.**

This subject is a practical elective designed to teach students how to work creatively with wood and metal. Students will research and design using a variety of techniques and this may involve the use of computer-aided drawing. Students will be required to develop a design folio by completing the design process of investigating, designing, producing and evaluating. Students are assessed on their ability to complete all practical and written assessment tasks.

### Class Work

- Students will conduct an investigation into wood and metal materials
- High quality products will be constructed that demonstrate creativity, skill and safe use of tools and machinery.
- Students will complete a design folio.
- An evaluation report will be written after the products are constructed



## Creating Music

The Year 9 Music program provides a balanced course involving performance, creativity and academic challenge. It enables students to be involved with music as a leisure pursuit, an interest, and an academic study in its own right, or as a future career.

Music is experienced through three learning outcomes:

- Aurally and visually analysing and responding to music
- Reading and writing music
- Performing and composing music

The course is developmental and sequential, covering key concepts and skills through the three core learning outcomes. A sample of the units offered is listed below, but these are continually developed to best meet the needs of the students:

### • **Aurally and Visually Analyse and Respond to Music**

- This enables students to develop their problem solving and communication skills, both oral and written, through analysing the various musical styles they see and hear. Research has indicated that these skills transfer positively to enhance student performance in other subject areas.
- Students study basic acoustical properties; how sound is made and how we define the elements of sound such as pitch, amplitude, timbre and duration. What makes a 'nice' sound and what makes a 'bad' sound.

### • **To Play and Compose**

- Students develop basic keyboard and computer skills and learn the basics of performance on instruments such as the piano and how the impact of technology has expanded the production of music.

### • **Famous Names in Music**

- Famous composers are really just ordinary people. We study their works and explore their relevance to today's music while developing our skills.

### • **Exploring Film Music**

- Music can evoke a mood, a time, place or character. In this Unit we explore the stories that music can tell. We examine careers in film music and we compose our own film score using music technology.

### • **Sing and Play a Varied Repertoire of Music**

- Students develop their self-confidence, independent learning and teamwork skills through a programme of participation in and direction of vocal and instrumental performance. With peer and teacher support students are enabled to explore and to express themselves powerfully through music performance.

## Drama

**This elective has a material levy. This levy is passed by School Council each year and will be on the levy sheet at the end of the year.**

In this subject, students will explore units related to both Drama and Theatre Studies, engaging with activities related to acting, stagecraft, and the roles and responsibilities of drama practitioners and designers alike. In this unit, students will be required to:

- Explore the playmaking process through performance
- Explore how stagecraft and design is integral to performance
- Analyse dramatic elements, performance skills, expressive skills, and stagecraft within a professional performance.

Students will work regularly in groups to devise and create performances and present these to audiences. They will have the opportunity to explore other stagecraft elements such as lighting, sound, set design and construction. Students will be encouraged to engage in both amateur and professional performances both inside and outside the classroom. On completion of this unit, students will have discovered and explored the importance of stagecraft and theatrical styles in the performance world.

